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AUTHOR Nolan, Edwin J.; Hall, Donald L.
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ABSTRACT

In order to evaluate the efficacy of the college parallel program at Southern West Virginia Community College (SWVCC), a follow-up study was conducted of all students who had attended SWVCC between 1967 and 1972 and had subsequently transferred to Marshall University. Each of the 204 students in the sample had earned at least 30 semester credit hours at each institution. Grade point averages earned at each institution revealed that SWVCC transfers experienced some transfer shock in the initial semester, with an average drop of .26, but went on to perform better than they had at SWVCC. No significant differences were found between the achievement of the transfer students and lower division native students. A questionnaire survey of 109 current transfer students was conducted to elicit subjective evaluations of their college experiences, with a 43 percent response rate. Personal interviews were then conducted with 35 of the respondents. Students expressed high satisfaction with SWVCC because of small classes and personal attention. ransfer shock was attributed to the more demanding course work of upper division classes; the change from the rural environment of SWVCC to the urban environment of Marshall was not felt to be a significant factor. A review of the literature is included, and an extensive bibliography is appended. (BB)

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A FOLLOW-UP STUDY OF TRANSFER STUDENTS FROM SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE TO MARSHALL UNIVERSITY: 1967-1972

By

Edwin J. Nolan and Donald L. Hall
Department of Counseling Services
Southern West Virginia Community College
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ABSTRACT

A follow-up study of 204 transfer students was conducted in order to evaluate the efficacy of the college parallel program at Southern West Virginia Community College. A coefficient of correlation between mean GPA's at Southern West Virginia Community College and Marshall University yeilded a ratio of +.65 ($p<.001$). A drop in GPA was found for the first semester after transfer (-.26) indicating a "transfer shock". Results from a questionnaire indicate that students were satisfied with their community college experience for academic as well as the usual non-academic reasons.

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INTRODUCTION

One of the important and usually popular curricula areas in the community junior college is the college parallel or transfer program. In an age of accountability, many administrators in two year institutions use academic success of their transfer students as a barometer of their program strength. Success in this case is identified by good standing and/or meeting graduation requirements at the four year institution. Several authors have commented on academic accountability and some consequences thereof:

> "If transfer students are not accepted for admission or if they do not achieve adequate marks and eventual graduation, the community college's sources of local support are likely to diminish"(Blocker, et.al., 1965).

> "If the community college is a sub-system of the higher education model and if the two year colleges do not prepare students to achieve the baccalaureate degree goals at some acceptable level of performance, the effectiveness of the entire sub-system will seriously be open to question"(Knoell & Medsker, 1965).

If the transfer program of any community college is to survive, it must necessarily be accountable by providing a viable program of study, one of a rigor and quality to meet the standards of the receiving institutions. A concern over the quality of education offered in the transfer program has prompted many institutional, state-wide, and national studies on how well transfer students perform academically when compared with native students (i.e. those students who began at the receiving institution). A synopsis of some of the major studies follows.

Review Of The Literature

In 1965, Hills reviewed more than twenty studies involving community college transfer students and their subsequent performance at four year institutions. The net result was that he discovered a drop in grade point average (GPA) for the first semester at the four year institution and that the average GPA tended to rise in each subsequent semester. Hills termed this phenomenon "Transfer Shock".

Nickels (1972), in a study of transfer students from twenty community colleges in Florida who transferred to Florida State University, found that transfer students equalled or surpassed native students. He termed this "Transfer Ecstasy". The increase in GPA was attributed to attrition (poor students dropping out) and the statistical concept of regression to the mean (former average GPA).

In an extensive study, Webb found slight variations from study to study, but he also found a strikingly consistent trend for transfer students to display a drop in average grades immediately after transfer (80 of 87 studies). He also found that grades improved in subsequent terms, however, the two year cumulative average does not exceed that earned at the community college. Native students had higher grades while transfer students had higher attrition rates and graduated later and in smaller proportions than natives. This study confirms Hills' concept of the Transfer Shock phenomenon.

Webb explains the drop in GPA according to four factors: 1) grading standards, 2) coping ability, 3) preparation for advanced work, and 4) academic potential.

Williams (1973) investigated Transfer Shock from a student's point of view. Some comments were:

> One student expressed "the greatest shock at the mass efficiency of the university's large group instruction, very effective in the transfer of information almost intravenously, but providing almost no tasting or sampling"(p. 321).
>
> "....the community college had not adequately prepared them to fend for themselves while the community college's environment continued, in most cases, to be a relatively protective, safe, predictable environment of the high school setting"(p. 320).

In their monumental study, Knoell and Medsker (1965) traced 7243 students who transferred to 434 four year institutions in ten states in the Fall of 1960. They found a hint of Transfer Shock, however,

> "The average semester grade for the total group increased from 2.27 for the first semester after transfer to 2.42 for the second semester, 2.54 for the third, and 2.68 for the fourth, for a total gain of .41"(p.27).

By three years after transfer, 62% of the transfer students earned a Bachelor's Degree and eventually 75% of the group earned this degree. Knoell and Medsker report that, as a group, the transfer students were well satisfied with their community colleges and their good performance,

> "....is consistent with their appraisal of the quality of instruction they received in their junior college"(p. 98).

While the Knoell and Medsker study provides a wealth of information, it is based on a group of students in 1960. So to determine whether or not their findings have held true over these fourteen years--a survey of recent studies from various states may be helpful.

Alabama	Way and Luischuck (1971) found that the best predictor of success was the community college GPA.
California	Lee and Suslow (1966) found that the junior college GPA is generally predictive of the university GPA. Transfer Shock was observed.
	Hall (1967) determined that there was no appreciable change in the GPA of students who transferred.
	Pearce (1968) found no marked difference in GPA's.
	Ben and Gold (1971) observed a Transfer Shock of -.29.
Canada	Dennison and Jones (1970) found transfer students to improve their GPA after the first semester.
Florida	Nickels (1972) found community college grades to be the best predictor of success at upper division work.
Illinois	Wermers (1973) found no difference between transfer students and native sutdents on the CLEP general examination.
Maryland	Reese (1973) observed an average drop (transfer shock) of -.28, but by graduation they show an increase in GPA.
	Bleilip (1970) found a state-wide drop in GPA of -.27 but they graduated with about the same GPA they earned at the community college.
Michigan	Hewitt (1971) determined that transfer students and native students are approximately equal in their ability to achieve academically.
Missouri	Man (1970) found no difference between GPA's of transfer and native students.
	Britton (1969) observed a transfer shcok but no subsequent difference between native and transfer students.
New Jersey	Smith (1973) comments: "Community college transfer students achieved as well as native students when they were in direct competition for grades in a traditional classroom situation during their first semester of professional upper division studies" (p. 7). No transfer shock apparent.
New York	Frankel (1970) noticed that community college transfer students to be as successful in the senior college as native students except in engineering.
Ohio	Grieve (1967) observed a GPA drop of .3 for the first semester after transfer.

Pennsylvania — Elliot (1972) states: "in general, results of the study supported findings that transfer students falter most frequently during the first or second semester, then adjust rapidly to their new environment."

In each of these studies, the grades earned at the community college were the best predictor of success at the four year institutions. In all but one of these studies (Smith, 1973) evidence of the transfer shock was apparent.

The same concern for maintaining quality education for transfer students which prompted the above studies, served as the impetus of this study.

Purpose

In an attempt to determine how well the college parallel program at Southern West Virginia Community College (SWVCC) was preparing its students to compete with native students, a follow-up study was conducted. The results of this study will help to structure future curriculum planning in that it will indicate weak as well as strong points of our existing program.

An additional investigation will be made to determine if SWVCC transfer students experience the same transfer shock that is so common to students around the country. The extent to which this shock exists will aid our counselors in preparing students to expect and cope with such a drop in academic performances.

This type of feedback is an essential aspect of academic evaluation, needed to assess the institutions viability and accountability. So long as the administration and faculty at SWVCC maintain a posture of openess to change, studies such as this will continue to find purpose.

Objective

As an integral part of any study, academic achievement transcripts of grades earned are evaluated and compared to some standard. In this study, the authors

correlated the GPA earned at SWVCC with the GPA each transfer student earned at Marshall University. The comparisons also included a check for the phenomenon known as "Transfer Shcok".

As a supplement to the objective data compiled, the authors made two visits to Marshall University to interview former SWVCC students in an attempt to elicit subjective evaluations of their experiences at both schools.

METHOD

Subjects

The subjects included in this study were 204 students who had attended the Logan or Williamson Branch of Marshall University and after July, 1971, either the Logan or Williamson Campus of Southern West Virginia Community College, between 1967 and 1972. These students also had to have earned at least thirty semester hours before transfer and a like amount after transfer to Marshall University. All students who met these requirements were used in the statistical analysis. In all 93 females and 111 males were included.

Materials

Other than transcripts for each student at each institution, the only materials used in this follow-up study were the questionnaire developed by the authors (see appendix for example).

Procedure

In order to determine which students would be included in the study, all transcripts of students attending either campus since 1967 were reviewed. Those transcripts with at least 30 semester hours earned were included in the initial stage of the study. The names and social security numbers of these students were sent to the Registrar at Marshall University who provided the authors with transcripts for any of the students on that list who had transferred to that institution. Again, the process of eliminating transcripts with less

than 30 semester hours earned was conducted. When the sorting was complete, the GPA's for each student at each institution was computed. Next, the GPA's were rounded to the nearest quarter of a grade point (e.g. 2.13 to 2.25) for computational purposes. A coefficient of correlation was computed to determine if there was a significant difference between the derived means.

Mean GPA's at SWVCC were compared to mean GPA's at Marshall University for the first semester after transfer in order to assess the extent of transfer shock.

After the statistical analysis was complete, interviews were arranged with former students on the Marshall campus. As students arrived they were handed a questionnaire and instructed to be completely candid because their remarks would have an influence on future instruction at SWVCC. After the questionnaire was completed, the students were invited to remain and to make any additional comments they wished. These comments were recorded and compiled (see appendix).

RESULTS

Findings

The Pearson Product-Moment Method of correlation was employed to determine the extent of the relationship between average grades earned at SWVCC and those earned at Marshall University. It was expected that no significant difference between the means would exist. The critical ratio (r/σ) technique was used to determine the significance of the correlation of the paired scores.

McNemar (1965) explains that,

> "If r/σ is greater than 2.58, we can conclude with a fairly high degree of sureness that the true or universe value of is likely to be greater than zero" (p. 137).

Hilgard, et. al. (1971) differ somewhat in the absolute value of r/σ but agree in theory:

> "If the value of r/σ is greater than 2.0, we may be fairly confident that the "true" value of r for the population as a whole is significantly different from zero; stated otherwise, that there is a real correlation between the scores in the population from which the sample was drawn" (p. 575).

It can readily be seen from TABLE I that the critical ratio far exceeds the minimal criteria for significance. We must therefore conclude that no significant difference exists between average grades earned at both institutions involved in this study.

TABLE I

STATISTICAL ANALYSIS OF CORRELATION FOR 204 SWVCC TRANSFERS TO MU	
Coefficient of Correlation	$r = +.65$
Standard Error of Measurement	$\sigma_r = .07$
Critical Ratio	$r/\sigma_r = 9.28$
F - Score of Significance	$F = 147$
Confidential Level	$p < .001$
Degrees of Freedom	$df = 202$

An investigation into the existence and degree of the "transfer shock" was made. It was found that for the first semester after transfer, SWVCC students experienced an average drop in GPA of more than a quarter of a letter grade (differential = -.26) so that after maintaining an average GPA of 2.48 at the community college, SWVCC transfers earned an average GPA of 2.22 for their initial semester after transfer.

Date derived from the scattergram (see appendix) used in calculation of the coefficient of correlation are displayed in TABLE II. The similarities of all measures at both schools can be seen quite obviously. From this data alone, it is apparent that each measure is nearly identical to its counterpart. Because such descriptive measures can be deceiving, the reader is referred to the statistical significance of the resutls as shown in TABLE I.

TABLE II

DESCRIPTIVE STATISTICS

	SWVCC	MU
MEAN	2.48	2.44
STANDARD DEVIATION	.52	.55
MEDIAN	2.46	2.33
MODE	2.25	2.25
RANGE	1.50-4.00	0.00-4.00

When compared to lower division native students, SWVCC transfer students performed slightly better, however, after transfer, SWVCC students performed almost as well as natives but not quite. The differences are not appreciable (see TABLE III).

TABLE III

	NATIVES	TRANSFERS
LOWER DIVISION	2.46	2.48
UPPER DIVISION	2.52	2.44

INTERVIEW RESULTS

On two occasions, the authors visited the Marshall University Campus. The purpose of which was to make personal contact with former SWVCC students who were currently attending MU.

Before planning the trip to Marshall, a questionnaire was designed to obtain specific data eliciting each student's opinion of the two institutions and of their academic career (a copy of this questionnaire can be found in the appendix).

The interviews were important to this study for several reasons. First of all, it gave former SWVCC students the opportunity to relate candidly about their education at SWVCC. Secondly, the interview gave the counseling staff the opportunity to consult personally with former students to get a general opinion of just how they were getting along, both academically and socially. Finally, the personal contact gave the authors a first hand account of what comparisons students made between SWVCC and Marshall University. This comparison included several categories which can be seen in the results of the interviews.

The interviews themselves usually involved several steps as outlined below:

1. When a student entered the conference room he was asked from which campus he had transferred, and, whether he had attended the former Williamson/Logan Branches of Marshall University or SWVCC, as they had become known since 1971.

2. The student was given a brief explanation of the purpose of the interview, and what the information obtained was to be used for.

3. Objectivity was stressed along with the promise that in no way would any information result in any recourse for the student. The success of the interview and questionnaire depended upon the student's ability to be as open and as candid as possible.

4. After the student completed the questionnaire, the counselor went over the finished copy to make sure that there would be no misunderstanding about any of the responses.

5. Finally, the student was given additional opportunity to express, verbally, any criticisms or compliments he may have toward his educational experiences at Southern. These additional comments were recorded by the counselors.

Interviews were conducted with 35 students while the counselors were visiting Marshall and an additional 13 responded with completed questionnaires through the mail. This means that out of a total of 109 students contacted, specific data was obtained from 48 of them, representing 43%. Even though the authors didn't actually interview the people who were contacted by mail, important information was obtained and can be included in the total number of students contacted.

RESULTS OF THE STUDENT CONTACT

Overall, the results of the interviews and questionnaires proved to be quite favorable. The results of each item are analyzed below with the frequency of each response.

Strengths Of Instruction

Out of the students (48) responding to this item, 80% mentioned as the greatest strength of instruction of Southern, the personal contact they had with each instructor. Students felt that they were treated as individuals and enjoyed the small class situation they experienced. Students indicated that they benefited from the efforts instructors made to work with them individually on matters that required extra attention. In relation to their attendance at Marshall, 72% of those students responding felt that instruction at Marshall

University was too impersonalized and that they could learn easier in a small classroom setting where student-teacher contact was more informal and personalized. Students indicated that they felt close contact with instructors in a non-academic setting was both beneficial and rewarding. At SWVCC, this contact is possible due to the relatively small, teacher/student ratio.

Many students found that the Community College served as a quality stepping stone for the continuation of their education. As many students at Southern were employed, attending Southern allowed them to keep their job, save on expenses, and further their education at the same time.

In addition, 85% of those students responding indicated that SWVCC instructors showed genuine interest in them and encouraged them to continue their academic development. The following comments will document this statement.

"It was easier to get to know my teachers."
"Communication between student and teacher was excellent."
"They stressed the importance of self-development."
"I was treated as an individual and not as just another student."
"They helped me to realize my potential and to further my education."

At Marshall, students felt that for the most part, instructors showed an interest in them, but also were interested in their own development and pursuits. This situation is largely due to the University population of students and size of each class and program of study.

Less frequent responses about SWVCC included the following matters: 1) not only were teachers willing to assist students in the classroom, but they were ready and willing to help students with different matters at any time. 2) Several students commented on the benefits of an informal classroom atmosphere, and how the instructor made students feel at ease. 3) Students appreciated the

advantage of "breaking into' higher education while still living at home, and, 4) Students felt that Southern's full-time faculty were very well qualified to teach on the community college level, and had a sufficient knowledge of their subject matter.

Weaknesses of Instruction

Forty per cent of the students who responded to this item indicated that the greatest weakness of instruction at SWVCC was the lack of a variety of courses offered. This weakness has been observed by the staff at Southern and is significantly improving with each academic term. However, the fact that Southern is a community college and not a university-level institution, naturally indicates that there will always be a limitation to course offerings. The curriculum has been expanded in recent months and evidence of this expansion of course offerings can be easily seen by studying the Institutional Self-Study report from the Curriculum Committee.

Students indicated that some classes at SWVCC are too high school oriented. When asked about this weakness, students for the most part referred to particular classes taught by part-time instructors who were still working primarily in the high school setting. This situation has been a concern of the administration at SWVCC and seems to be improving with better selection methods of hiring part-time personnel.

A significant percentage of students responded that the Community College was deficient in social activities for students, as compared to the situation at Marshall University. This is a natural response however, and common to most two-year colleges. The size difference between the Huntington, W. Va. city area

and the Williamson/Logan areas play an important role in why a student would be involved in more social activities at Marshall (fraternities, large numbers of students, city involvements, dormitory living, etc.).

Finally, students indicated that the lack of adequate physical facilities limited the quality of instruction at Southern. This situation, to a certain extent, cannot be completely rendered. However, vast improvements have been made during the recent year on both campuses.

Comparisons Of Life Situations As Factor In Academic Achievement

Of the students responding, 64% indicated that the change from the small rural areas of Williamson and Logan to the more metropolitan area of Huntington, did not affect their academic achievement at Marshall University. For the most part, students indicated that there was more social activity to become involved in, but the maturity and feeling of responsibility most students developed by being away from home helped to offset any problems this change may have had. If a student did worse academically at Marshall, it was attributable to other factors such as, difficulty of classes, stricter instructors, or impersonalization of classroom environment.

Difficulty of Coursework

Fifty per cent of those students responding indicated that they felt that the coursework at Marshall was more difficult than coursework at Southern. However, these students commented that this was primarily due to the fact that, 1) they were now taking higher level specialized courses dealing directly with their college major, 2) classes are very large at Marshall and the instructor

does not have time to individualize as much as the SWVCC instructors, and 3) several Marshall teachers have doctorate degrees in their field and were very demanding, whereas Southern teachers seem to understand that students had several other interests.

Several students felt that the difficulty between classwork at the two institutions was relatively the same, and differed with the nature of the specific course.

Quality Of Education

Of the students responding, 52% felt that they were receiving a better overall education at Marshall than they had received at Southern. They indicated that this was primarily due to the abundance of educational facilities and the wider selection of instructors and subjects to choose from. Also, Southern's part-time instructors seemed to be too largely oriented toward high school work.

Forty per cent of the students responded that the quality of education was relatively the same at the two schools, with certain courses at both institutions being of better quality than the others.

The remaining respondents felt that their education at Southern was of higher quality because of the individuality and student/teacher contact.

Would students repeat their attendance at SWVCC?

Eighty per cent of the students involved in the interview and questionnaire felt that they would repeat their attendance at SWVCC if they were beginning their academic pursuits all over again. Many varied reasons were given for their feelings, some of which were:

"I had more opportunity for adjustment."
"Southern prepared me quite well, and I broke into college work while at home."
"The financial advantage was simply the greatest and it made college possible for me."
"The two years at Southern made me more mature and enabled me to discover myself."
"Southern made me realize my potential and directly influenced me to further my education."
"In spite of any weaknesses, Southern is almost perfect for the first two years."

Only a small percentage responded that they probably would not repeat their performance at Southern (for several reasons), with the remaining percentage of students either unsure or non-commenting.

The authors feel that the contact with former students was quite beneficial to the overall follow-up study by supplementing the objective results with subjective evaluations. The results are generally consistent with the overall results of the entire follow-up effort.

DISCUSSION

Implications

As is readily evident from the data, SWVCC students are well prepared to compete with native students once they transfer. Although they experience a "transfer shock" of -.26, this is below the national average (Knoell and Medsker, 1965) of -.30. However, they also experience the corollary phenomenon of "transfer ecstacy" (Nickels, 1972), in that they eventually overcome this shock and go on to perform better than they had at SWVCC. Unfortunately, this increase in performance is not adequately reflected in their GPA since their lower first semester grades are averaged with subsequent grades.

With an awareness of the presence of the "transfer shock" the counseling staff at SWVCC has an obligation to inform transfer students to be prepared for the inevitable and determine methods by which such a shock might be avoided. Likewise, officials at receiving institutions should be made aware of this initial drop in grades so that they might better be prepared to handle any situations which may arise as a result thereof.

For the admissions offices at receiving institutions, several studies (Nickels, 1970; Nickels, 1972; Lee and Suslow, 1966; Way and Luischuck, 1968) have shown that grades earned at the community college were the best predictor of success at the four year institution.

In addition to the predictive value of grades earned at the two year college, it has been found that students who completed the AA degree at a two year institution progressed academically as well as native students. For those students who did not complete the AA degree, the more hours they earned at the two year

institution, the better their chances were at the four-year institution (Way and Luischuck, 1968; Lee and Suslow, 1966; Wermers, 1973; Frankel, 1970; Grieve, 1970; Grieve, 1967, Bleilip, 1970; Knoell and Medsker, 1965).

How this information is to be used is strictly at the discretion of the receiving institution, but it is hoped that by having such information the decision making process will be facilitated.

The counseling staff at the receiving institution could provide a valuable service to transfer students particularly during their first semester by helping them adjust to their new environment. Counselors at both the two-year and four-year institutions should be aware of the highly unrealistic expectations of transfer students. Although such expectations do not deal a fatal wound to transfer students' performance, they have been shown to be an irritation (Donato, 1973).

Among major concerns voiced by transfer students, academic advisement ranked number one, followed by registration procedures, transfer of credits, transportation, career planning, costs, and living arrangements (Houmes, et. al., 1973).

A short orientation program or a similar process of information dissemination may prove to be useful in eliminating some of the causes of "transfer shock".

Conclusion

While the fact remains that SWVCC students are competing adequately with native students after transfer, we cannot assume that because SWVCC is presently preparing students well, it will continue to do so. To be accountable is to provide a needed service adequately and the extent to which this is being done depends upon evaluation. With this in mind, this study will be up-dated on a

yearly basis to serve as an "academic barometer" of the efficacy of the college parallel program.

Charles Monroe (1972) in his "Profile of the Community College" summarizes the situation succinctly:

> "The community college has the responsibility for maintaining a rigorous program of education for all students, and especially for those who expect to transfer. There is no future in offering a program of watered-down courses with easy academic standards, even for the low achiever. A college education can become a fraud if the college permits the students to have a false sense of achievement."

Summary

In an attempt to determine how well the instruction at SWVCC was preparing students in the college parallel program to transfer to Marshall University, a follow-up study of 204 students was conducted. It was found that those students who had transferred to MU achieved academically as well as they had at SWVCC. It was also found that those students experienced an initial drop in grades during their first semester after transfer, but not as great a shock as the national average. Those students were also found to have made even higher grades at the receiving institution in subsequent semesters, high enough to compensate for their first semester shock; so that their GPA at Marshall was virtually indistinguishable from their GPA at SWVCC.

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APPENDICES

APPENDIX I

STUDENT QUESTIONNAIRE

Name_____
(last) (first) (middle)

Home Address_____

Campus Address_____

High School Attended_____ Date graduated_____

INSTRUCTION AT SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE OR WILLIAMSON-LOGAN BRANCHES OF MARSHALL UNIVERSITY

What years did you attend?_____ Total hours completed_____

What do you feel were the strong points of instruction here?_____

_____

What do you feel were the weak points of instruction here?_____

_____

What was your estimated grade point average here?_____ Your major field_____

Did you feel that your instructors were genuinely interested in your educational growth? yes or no? Why?_____

_____

INSTRUCTION AT MARSHALL UNIVERSITY

What year did you enroll?_____ Total hours completed_____

What do you feel are the strong points of instruction here?_____

_____

What do you feel are the weak points of instruction here?_____

_____

What is your estimated grade point average here?_____ Your major field?_____

Do you feel that your instructors are genuinely interested in your educational growth? yes or no? Why?_____

_____

COMPARISON OF SWVCC AND MARSHALL UNIVERSITY

Compare difficulties of instruction and course work between the two institutions.

_____

_____

_____

Compare the quality of your education between the two institutions._____

_____

_____

_____

Do you feel that the differences in life situations between the Williamson-Logan area and t the Huntington area have been a factor in your academic achievement at Marshall University? If so, why?_____

_____

_____

Would you repeat your attendancc at SWVCC or at the Williamson-Logan Branch of Marshall University if you had it to do all over again? Yes or No? Why?_____

_____

_____

_____

Finally, give your overall evaluation of the quality of your education at(1) Marshall University, and (2) SWVCC or the former Logan-Williamson Branches of MU.

Marshall U._____Excellent_____Good_____Fair_____Poor_____Very Poor

SWVCC or Branch_____Excellent_____Good_____Fair_____Poor_____Very Poor

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LOS ANGELES

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APPENDIX II

Scattergram of GPAs at SWVCC and MU 1967-1972

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